

Assessment Report
Recreation, Parks, and Tourism Administration Department
California Polytechnic State University
Academic Year 2015-2016

Department: Recreation, Parks, & Tourism Administration

Major(s): B.S. Recreation, Parks, & Tourism Administration

Faculty Leading Departmental Assessment Efforts: Jerusha B. Greenwood

Name and Title of Individual Completing this Form: Jerusha B. Greenwood, Associate Professor

Introduction

This document is a record of the Recreation, Parks, and Tourism Administration Department's learning assessment plan for 2015-2016. It includes the mission, vision, and values of the Department, a context for assessment, as well as:

- Specific educational objectives and learning outcomes
- Metrics used to assess those outcomes
- Plans for data collection and analysis
- A calendar for assessment
- Examples of tools used for assessment

The assessment plan for the 2013-2017 academic years will include the learning outcomes associated with the Council on Accreditation of Parks, Recreation, and Tourism (COAPRT) accreditation standards and the University Learning outcomes approved by the Cal Poly academic senate.

Learning Outcomes

The RPTA faculty members have identified 10 learning outcomes for the undergraduate program that are aligned with the University Learning Outcomes, as well as 4 outcomes required for professional accreditation through the Council on Accreditation of Parks, Recreation, Tourism and Related Professions¹.

- **Undergraduate Learning Outcome 1:** RPTA graduates should be able to demonstrate knowledge of the scope of the profession, professional practice, and the historical, scientific, and philosophical foundations of the relevant recreation, park resources, leisure experiences or human service industries (COAPRT Standard 7.01).
- **Undergraduate Learning Outcome 2:** RPTA graduates should be able to demonstrate the ability to design, implement, and evaluate recreation, park resources, leisure, and human service offerings facilitating targeted human experiences and that embrace personal and cultural dimensions of diversity (COAPRT Standard 7.02).
- **Undergraduate Learning Outcome 3:** RPTA graduates should be able to demonstrate entry-level knowledge about management/administration of recreation, park resources, and leisure services (COAPRT Standard 7.03).

¹ The 2013 NRPA Accreditation Standards are broken down into sub-standards, as explained in their respective sections of the report.

- **Undergraduate Learning Outcome 4:** RPTA graduates will demonstrate, through a comprehensive internship of not less than 400 clock hours, the ability to use diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in advocacy, and stimulate innovation (COAPRT Standard 7.04).
- **Undergraduate Learning Outcome 5:** RPTA graduates should be able to think critically and creatively (ULO 1).
- **Undergraduate Learning Outcome 6:** RPTA graduates should be able to communicate effectively, both orally and in writing (ULO 2).
- **Undergraduate Learning Outcome 7:** RPTA graduates should be able to demonstrate an expertise in the field of Recreation, Parks, and Tourism Administration and understand the field in relation to the larger world (ULO 3).
- **Undergraduate Learning Outcome 8:** RPTA graduates should be able to work effectively and productively as individuals and in groups (ULO 4).
- **Undergraduate Learning Outcome 9:** RPTA graduates should be able to use their knowledge and skills in the field of Recreation, Parks, and Tourism Administration to make a positive contribution to society (ULO 5).
- **Undergraduate Learning Outcome 10:** RPTA graduates should be committed to lifelong learning (ULO 7).

7.0 Learning Outcomes

The RPTA faculty members have decided on specific tools to assess learning outcomes. For the 2015-2016 academic year, assessment activities were limited to those indicated below.

1. Foundations. RPTA graduates shall demonstrate the following entry-level knowledge of the: a) nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in those industries; and c) the foundations of the profession in history, science, and philosophy (COAPRT Standard 7.01).
2. Provision of services and experience opportunities for guests, visitors, participants, clients, or other constituent groups. RPTA graduates shall demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity (COAPRT Standard 7.02).

3. Management/Administration. RPTA graduates shall be able to demonstrate entry-level knowledge about management/administration in parks, recreation, tourism and/or related professions (COAPRT Standard 7.03).
4. Internship. Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations (COAPRT Standard 7.04).

Each learning outcome is evaluated according to the following categories; the first three categories elicit evidence that learning outcomes are being measured and assessed; the fourth category indicates use of the results for continuous program improvement:

1. Opportunity. The program shall demonstrate that students are provided with sufficient opportunity to achieve the learning outcomes.
2. Measures. The program shall demonstrate that quality assessment measures were used to assess the learning outcomes.
3. Results. The program shall demonstrate that results of its assessment program indicate that graduates of the program are achieving the learning outcomes.
4. Decision-making. The program shall demonstrate that it uses data from the assessments of the learning outcomes for continuous program improvement.

Assessment Area 1: Foundations

COAPRT Standard 7.01: Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism, or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science, and philosophy.

7.01.01: Opportunity

7.01 Learning Outcome Course Matrix

Courses with learning objectives associated with 7.01:

Table 1 Standard 7.01 Learning Outcome Course Matrix

| Course Number | Course Name |
|---------------|---|
| RPTA 101 | Introduction to Recreation, Parks, and Tourism |
| RPTA 110 | Career Planning in Recreation, Parks, and Tourism |
| RPTA 210 | Introduction to Program Design |
| RPTA 260 | Recreational Sport Programming |
| RPTA 257 | Leadership and Diverse Groups |
| RPTA 313 | Sustainability in Recreation, Parks, and Tourism |
| RPTA 342 | Risk Management for Recreation, Parks, and Tourism |
| RPTA 405 | Recreation, Parks, and Tourism Management |
| RPTA 460 | Senior Project in Recreation, Parks, and Tourism |
| RPTA 463/465 | Pre-Internship Seminar/Internship in Recreation, Parks, and Tourism |

RPTA 110 & RPTA 463 – Opportunity

RPTA 110 Course description: History, philosophy, theory, and organization of recreation and leisure services. Exploration of the recreation, parks, and tourism profession; emphasis upon functions, areas, facilities, clientele, and career opportunities.

RPTA 463 Pre-Internship Seminar: Exploration of internship opportunities and practices. Internship selection process and procedures introduced.

Students were provided with course syllabi and course packs; the concepts being measured were not necessarily components of the course learning objectives, but were meant to provide two assessments at two different points in student careers.

RPTA 342 – Opportunity

RPTA 342 Course description: Legislative and legal aspects of public, private, commercial, and non-profit recreation, parks, and tourism agencies. Emphasis on risk management, including liability, insurance, and negligence. Understanding of legal foundations and the legislative process.

Students were given the following opportunities for academic success: cooperative learning situations, discussion, feedback, readings, assignments, presentations, and field trips.

7.01.02: Measures

RPTA 110 & RPTA 463 (Indirect Measure)

Students in RPTA 110 (Fall 2015 and Winter 2016) and RPTA 463 (Fall 2015, Winter/Spring 2016) were asked to complete the an online version of the Hurd (2008) Competency Assessment starting in week 8 of the quarter. Students rated their skills, knowledge of, and abilities on each item of the assessment on a 4-point Likert-type scale (1=poor, 4=excellent). Mean scores for each of the 40 items were calculated. An independent sample t-test was conducted to determine significant differences between students in RPTA 110 and in RPTA 463 (freshmen and transfer students, and seniors, respectively) using SPSS (IBM, Inc.)

Enrollments in each course measured were:

| Quarter | RPTA 110 | RPTA 463 |
|-------------|----------|----------|
| Fall 2015 | 67 | 30 |
| Winter 2016 | 30 | 19 |
| Spring 2016 | - | 17 |

RPTA 342 (Direct Measure)

The Standard of Care Practicum assignment was used to measure foundational concepts because it requires students to show entry-level knowledge of their hypothetical organization, create a context that shows the nature and scope of their organization, use techniques and processes that professionals in the same or similar industry would use, and requires the science and philosophy of the student’s chosen field, be it sports management, outdoor education, hospitality, or special events, for example.

The instructor developed the following rubric to assess student achievement of the assignment learning objectives:

Less points will be awarded for the following:

- Your work product not meet the terms and conditions of the Assignment Guidelines.
- Regurgitates what you know (rather than what is helpful to your client, organization, or boss).
- Is poorly written, contains misspelled words, or is typed but not formatted properly.
- Does not property cite or reference external sources using APA format.
- Does not apply concepts from the textbook or class to assist clients, an organization, or your boss.
- In short, you are above average at recall knowledge.

A few more points will be awarded for the following:

- Meets the terms and conditions of the Assignment Guidelines.

- After analysis, you use prioritized concepts (as opposed to random concepts) to assist your client, organization, or boss.
- Has a few but not a distracting amount of mistakes and formatting errors, is organized, and minimally helpful to the reader.
- Uses APA citations and references, but there are mistakes.
- In short, you are showing minimum competency for assisting your client.

Even more points will be awarded for the following:

- Meets the terms and conditions of the Assignment Guidelines.
- After analysis, you use prioritized concepts (as opposed to random concepts) to assist your client to achieve his, her, or its goals.
- Correctly identify the issue that is worthy of discussion.
- Not just discuss any issue because you know something about that issue.
- Has minimal mistakes and formatting errors.
- Uses APA citations and references and there are only a few mistakes.
- In short, you are exceeding your client's expectations and your thoughts are organized and helpful.

7.01.03: Results

RPTA 110

Overall, seniors in RPTA 463 perceive themselves to have higher competencies in the skills, knowledge, and abilities measured. The most significant differences were on conducting research & evaluation $t(-6.83, p<.001)$ and conducting needs assessments $t(-6.56, p<.001)$. Students did not show significant change on items like flexibility, patience, attitude, open-mindedness, and initiative; however, students in RPTA 110 and RPTA 463 evaluated themselves as highly competent on these items, which may indicate these are concepts more specifically related to personality, rather than course content.

Three items, however, indicated low (but significant) difference between RPTA 110 and RPTA 463 students. Understanding financial processes $t(-2.16, p=.032)$, and knowledge of laws and legal matters affecting the field $t(-3.26, p=.001)$ did not show the difference anticipated between freshmen/transfer students and seniors. Students take three courses specific to these topics, so their perceived competencies should be higher. However, it may be that some students in RPTA 463 had not yet completed those required courses.

Perceived competence among students to develop, monitor, and stay within a budget showed no significant difference between freshman/transfers and seniors. Students are required to take two finance courses in the curriculum; the fact that they do not feel more competent by their senior year is indicative of a need for action.

| | RPTA 110 | | | RPTA 463 | | | <i>t</i> -test |
|--|----------|------|------|----------|------|------|----------------|
| | n | M | SD | n | M | SD | |
| Conduct research & evaluation [†] | 92 | 2.47 | .907 | 51 | 3.37 | .662 | 6.83*** |
| Conduct a needs assessment [†] | 91 | 2.23 | 1.00 | 51 | 3.16 | .674 | 6.56*** |

| | RPTA 110 | | | RPTA 463 | | | <i>t</i> -test |
|---|----------|------|------|----------|------|------|----------------|
| | n | M | SD | n | M | SD | |
| Conduct program evaluations [†] | 91 | 2.55 | 1.03 | 51 | 3.39 | .695 | 5.78**** |
| Understand hiring process | 92 | 2.57 | .918 | 51 | 3.37 | .773 | 5.32**** |
| Know my community & its needs | 92 | 2.76 | .917 | 51 | 3.43 | .671 | 4.99**** |
| Schedule programs, leagues, & staff [†] | 91 | 2.52 | .992 | 51 | 3.25 | .771 | 4.93**** |
| Understand customer service practices [†] | 90 | 3.02 | .947 | 51 | 3.67 | .621 | 4.86**** |
| Implement marketing techniques [†] | 91 | 2.62 | .963 | 51 | 3.27 | .695 | 4.70**** |
| Supervise, discipline, & evaluate a diverse staff | 92 | 2.51 | .943 | 51 | 3.23 | .814 | 4.61**** |
| Provide input on strategic, master, recreation, marketing & technology plans [†] | 92 | 2.35 | .954 | 51 | 3.00 | .748 | 4.51**** |
| Communicate an organizations values, vision, & mission | 92 | 2.98 | .877 | 51 | 3.59 | .606 | 4.42**** |
| Possess knowledge of management principles [†] | 91 | 2.54 | .981 | 51 | 3.20 | .775 | 4.39**** |
| Network within & outside the profession [†] | 92 | 2.61 | .901 | 51 | 3.18 | .767 | 3.98**** |
| Develop partnerships with other organizations [†] | 91 | 2.65 | .911 | 51 | 3.18 | .713 | 3.82**** |
| Work with boards and elected officials [†] | 91 | 2.51 | .970 | 51 | 3.06 | .759 | 3.76**** |
| Clearly communicate with staff, customers, & the public [†] | 92 | 3.21 | .883 | 51 | 3.64 | .627 | 3.46** |
| Prioritize & manage multiple tasks | 92 | 3.18 | .850 | 51 | 3.63 | .599 | 3.29**** |
| Demonstrate basic knowledge of laws & legal matters affecting the field | 91 | 2.09 | .915 | 51 | 2.57 | .700 | 3.26** |
| Organizational skills [†] | 89 | 3.27 | .778 | 51 | 3.65 | .627 | 3.13* |
| Make ethical decisions [†] | 90 | 3.40 | .649 | 51 | 3.73 | .568 | 3.09* |
| Possess effective writing & oral communication skills | 92 | 3.14 | .627 | 51 | 3.57 | .671 | 3.07** |
| Listen to staff & customers [†] | 92 | 3.38 | .836 | 51 | 3.72 | .568 | 2.92* |

| | RPTA 110 | | | RPTA 463 | | | <i>t</i> -test |
|--|----------|------|------|----------|------|------|----------------|
| | n | M | SD | n | M | SD | |
| Work in teams [†] | 92 | 3.45 | .685 | 51 | 3.74 | .594 | 2.73* |
| Motivate employees | 92 | 2.77 | .927 | 51 | 3.19 | .872 | 2.68* |
| Have the ability to deal with the public [†] | 91 | 3.16 | 1.00 | 51 | 3.55 | .729 | 2.62* |
| Participate in policy formulation, evaluations, & revision | 91 | 2.38 | .950 | 51 | 2.76 | .885 | 2.41* |
| Understand technology & how to use it [†] | 92 | 3.09 | .860 | 51 | 3.35 | .594 | 2.18* |
| Understand & accept constructive criticism [†] | 91 | 3.26 | .728 | 51 | 3.53 | .643 | 2.17* |
| Understand financial processes [†] | 92 | 2.35 | .954 | 51 | 2.64 | .687 | 2.16* |
| Leadership skills & abilities | 92 | 3.29 | .777 | 51 | 3.57 | .640 | 2.15* |
| Think of self as creative and innovative | 91 | 3.18 | .838 | 51 | 3.45 | .672 | 2.01* |
| Problem-solving & conflict resolution skills [†] | 91 | 3.24 | .735 | 50 | 3.48 | .647 | 1.92* |
| Deal with personality conflicts | 91 | 3.14 | .850 | 51 | 3.41 | .779 | 1.86 |
| Enthusiasm & positive attitude [†] | 91 | 3.51 | .689 | 51 | 3.71 | .609 | 1.79 |
| Flexibility | 91 | 3.44 | .686 | 51 | 3.63 | .662 | 1.59 |
| Patience | 91 | 3.29 | .749 | 51 | 3.49 | .731 | 1.57 |
| Develop, monitor, & stay within budget [†] | 92 | 2.51 | .896 | 51 | 2.71 | .701 | 1.44 |
| Open-mindedness | 91 | 3.51 | .672 | 51 | 3.67 | .621 | 1.41 |
| Take initiative | 91 | 3.23 | .746 | 51 | 3.37 | .720 | 1.10 |

RPTA 342

The following shows the results for the Standard of Care Practicum:

Number of students that attempted the assignment = 30.

Number of students that completed the assignment = 30.

Average = 9.23.

Standard Deviation = 0.86.

Minimum score = 7.

Maximum score = 10.

The results show that students are demonstrating entry-level knowledge in the related professions and industries, can use the techniques and processes of professionals in such professions, and have the foundations of science and philosophy in terms of completing the assignment in a way that benefits the student's client.

7.01.04: Decision-Making

RPTA 110 & 463

Results indicate that effort should be focused on student learning outcomes related to finance and budget, and laws/legal issues pertinent to the field. In discussions with the RPTA Advisory Board, the issue of student competency in finance and budgeting has become critical. The RPTA faculty, in the 2017-2019 catalog revisions, decided to require an additional course in finance as well as include additional finance courses as advisor approved electives.

Student competence in issues of law and risk management should be examined to assess whether learning objectives are being met in the course required of all RPTA students during their Junior or Senior year.

RPTA 342

In general, core legal concepts regarding risk, analysis of negligence, and writing competencies should be continued.

With regards to continuous improvement, students are not picking up on the need to discuss "why" their proposed course of action is beneficial to the organization. More time needs to be spent setting the stage for this assignment.

Assessment Area 2: Provision of Services and Experience Opportunities for Guests, Visitors, Participants, Clients, or Other Constituent Groups

COAPRT Standard 7.02: Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

7.02.01 Opportunity

7.02 Learning Outcome Course Matrix

Courses with learning objectives associated with 7.02

| Course Number | Course Name |
|---------------|---|
| RPTA 210 | Introduction to Program Design |
| RPTA 221 | Professionalism and Customer Service |
| RPTA 260 | Recreational Sport Programming |
| RPTA 257 | Leadership and Diverse Groups |
| RPTA 360 | Assessment and Evaluation of Recreation, Parks, and Tourism |
| RPTA 460 | Senior Project in Recreation, Parks, and Tourism |

RPTA 260 – Opportunity

RPTA 260 Course description: Philosophy, foundations, policy and techniques underlying recreational sport programs in public, private and commercial settings. Methods of program planning, organization, implementation and evaluation with emphasis on program construction and scheduling.

RPTA 460 – Opportunity

RPTA 460 Course description: Selection and completion of an individual senior project. Ability to collect data and/or synthesize and evaluate information and draw conclusions based on that process. Project results are presented in a formal oral and written report. Project design, literature review, information collection and synthesis management, and computer applications.

The RPTA senior project tasks students with a best practices analysis of organizational practices. Students decided whether to focus on a case study or comparative analysis approach and then investigate a topic in the context of an organizational setting. For example, a student may choose to examine experiential marketing practices for selected boutique hotels, human resource practices for Google, or sustainability efforts for selected athletic venues.

7.02.02 Measures

RPTA 260 (Indirect)

Students were assessed utilizing the following self-report learning outcome measures. No further information was provided, other than a disclaimer stating that this assessment was related to accreditation, would not impact their grade, and that they should honestly self report related to each learning outcome.

| Expected Learning Outcomes | No Confidence | Not Very Confident | Somewhat Confident | Fully Confident | Confidence Rate |
|---|---------------|--------------------|--------------------|-----------------|-----------------|
| Develop, plan, and facilitate an inclusive sports skills session for children of multiple ages and ability levels | | 1 (5%) | 4 (20%) | 15 (75%) | 95% |
| Develop and present a comprehensive proposal for Senior Games on the Central Coast. | | | 12(60%) | 8 (40%) | 100% |

RPTA 460 (Direct)

For their senior project presentation, students were assessed utilizing the following rubric:

| Presentation Rubric | Needs Work | Good | Superior |
|---|-------------|------|----------|
| Clarity & Organization (/50) <ul style="list-style-type: none"> • Study plainly & clearly explained • Information logically introduced • Presentation aesthetically pleasing • “Less is more” with text v. images • Design/theme fits topic | | | |
| Required Content (/10) <ul style="list-style-type: none"> • All required subsections of project are presented | | | |
| Presentation Skills (/40) <ul style="list-style-type: none"> • Speaks clearly and audibly • Positive nonverbal (hands, eyes, etc.) • Meets time specifications • Dressed appropriately | | | |
| Total possible points - Overall | /100 | | |

Three faculty members (J. Greenwood & Schwab), including the instructor of record (B. Greenwood) provided a direct assessment of the senior project presentations for the 17 students enrolled in RPTA 460 for the Spring 2016 term utilizing the above rubric.

For norming of scoring for the rubric, the instructor of record sent the other two faculty members the rubric in advance for familiarization, shared the presentation guidelines document provided to the students, and discussed the expectations and parameters associated with the presentation.

7.02.03 Results

RPTA 260 (Indirect measure)

For the two learning outcomes assessing attainment of Standard 7.02, learning outcomes received a 95% and 100% confidence rating in self-report by the students. Only one student indicated a lack of confidence in attaining one of the learning outcomes.

RPTA 460 (Direct measure)

All three faculty members scored each student independently utilizing the established rubric. Afterwards, results were tallied, coded, and then compared to assess inter-rater reliability. Overall inter-rater reliability between the three scores was determined to be above the minimum threshold of 80%, which is deemed acceptable in literature on qualitative assessment. In addition, when comparing each of the individually scored rubrics to the instructor of record, the inter-rater reliability rose to almost 90%. In cases where there was overt disagreement, the misaligned tally was not thrown out. Instead, the misaligned score lowered the established score. For example, if Schwab and B. Greenwood scored a student Superior but J. Greenwood scored a student as Needs Work, the student was assigned a Good rating.

The Quality Rating column is an aggregate of the Good and Superior scores.

The following overall results were found:

| Presentation Category & Measure | Needs Work | Good | Superior | Quality Rating |
|---|-------------------|-------------|-----------------|-----------------------|
| Clarity & Organization | | | | |
| Study plainly & clearly explained | 2 (12%) | 4 (24%) | 11 (65%) | 89% |
| Information logically introduced | 2 (12%) | 2 (12%) | 13 (76%) | 88% |
| Presentation aesthetically pleasing | 0 (0%) | 7 (41%) | 10 (59%) | 100% |
| “Less is more” with text v. images | 3 (18%) | 3 (18%) | 11 (65%) | 82% |
| Design/theme fits topic | 0 (0%) | 5 (29%) | 12 (71%) | 100% |
| Required Content | | | | |
| All required subsections of project are presented | 1 (6%) | 1 (6%) | 15 (88%) | 94% |
| Presentation Skills | | | | |
| Speaks clearly and audibly | 0 (0%) | 6 (35%) | 11 (65%) | 100% |
| Positive nonverbal (hands, eyes, etc.) | 1 (6%) | 4 (24%) | 12 (71%) | 94% |
| Meets time specifications | 8 (47%) | 1 (6%) | 8 (47%) | 53% |
| Dressed appropriately | 1 (6%) | 0 (0%) | 16 (94%) | 94% |
| TOTALS | | | | |

As evident by the table included above, direct assessment of senior project presentations was mostly positive, but selected areas are in need of improvement.

Most students demonstrated strength in being able to plainly and clearly explain their study, and most students also presented the information in a logical manner. In particular, one of their highest ratings was their ability to successfully present the results of their evaluations (94% quality rating). Presentation skills were all 90% or greater in terms of quality and all but one student included the required content associated with the senior project.

The one significant area for improvement was related to timing, as the interrelated “Less is more” slide standard and time specifications restriction were the lowest quality ratings.

Students were provided with a strict time limit of 5 minutes due partially to time constraints with the final exam period but also in alignment with trends for professional presentations. In the fast-paced digital age that we live, it is becoming increasingly important to be able to get your message across in a timely and engaging manner. People simply do not have time nor do they want to sit through long drawn-out presentations. This was made clear to students by the instructor of record, yet only 53% of students (n = 9) fell within an established range of 4:30-

5:30 to meet the *Good* or *Superior* threshold.

7.02.04 Decision-Making

RPTA 260 Continuous Program Improvement

Another element impacting the content in the second unit of the course is the fact that most of the material is presented at only a surface-level and meant to expose students without mastery due to the material being taught in subsequent courses (e.g., risk management, facility/maintenance, finance/budgeting, staffing, etc.). However, the mixed results indicate that additional focus is needed in this area and will be provided in future courses.

The RPTA faculty has determined that all students would be better served being required to take RPTA 210 rather than also utilizing this course as a general program planning course. Our plans for curriculum cycle 2017-19 are to remove this course from the core and instead make it a required course in the Sport & Recreation Experience Management concentration. In addition, the course will be modified and renamed *RPTA 260: Community Relations & Sports-Based Youth Development*. Instead of a focus on recreational sport programming, students will be exposed to the breadth of community relations efforts in intercollegiate athletics and professional sport as well as learn applied skills in developing plans for sports-based youth development. In so doing, students will be prepared for a potential career path in community relations-oriented endeavors including nonprofits, public agencies, and sport-centered environments.

RPTA 460 Continuous Program Improvement

Pedagogically, in reflecting on the results of this assessment data, it is clear that more emphasis needs to be placed in providing students with more opportunities to present their work. While these senior-level students exhibited quality presentation skills and the ability to convey information in a clear and logical manner, refining their presentation abilities is warranted, and RPTA instructors should be encouraged to incorporate more presentation opportunities into the curricula and co-curricula.

Dr. Brian Greenwood (the primary instructor for this course and senior project coordinator), in consultation with RPTA faculty, is continually looking to improve the senior project experience for students. The best practices analysis was implemented in the last curriculum cycle to replace an outdated academic research model that was determined to not benefit students in alignment with the applied nature of our field of study. However, we continue to strive towards striking a balance wherein students are sufficiently challenged intellectually to exhibit strong critical thought, excellent problem-solving skills, and quality writing. .

Assessment Area 3: Management/Administration

COAPRT Standard 7.03. Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.

7.03.01 Opportunity

7.03 Learning Outcome Course Matrix

Courses with learning objectives associated with COAPRT standard 7.03

Table 2 Standard 7.03 Learning Outcome Course Matrix

| Course Number | Course Name |
|---------------|--|
| RPTA 210 | Introduction to Program Design |
| RPTA 260 | Recreational Sport Programming |
| RPTA 221 | Professionalism and Customer Service |
| RPTA 313 | Sustainability in Recreation, Parks, and Tourism |
| RPTA 342 | Risk Management for Recreation, Parks, and Tourism |
| RPTA 370 | Experiential Marketing Strategies |
| RPTA 405 | Recreation, Parks, and Tourism Management |
| RPTA 424 | Financing Recreation, Parks, and Tourism Services |

RPTA 221 Opportunity

RPTA 221 Course description: Emphasis on professional service qualities and behaviors in a variety of recreation, parks, and tourism environments. Focus on development and delivery of customer service strategies to create a service-focused organization. Development of competencies to enhance participant experience.

The RPTA 221 syllabus and major assignment guides and rubrics are provided as evidence that students are provided with sufficient opportunity to achieve this learning outcome.

RPTA 221 addresses this criterion by requiring students to conceptualize and produce a customer service improvement project throughout an academic term while working in an organizational group. The course uses an 'executive education' model that expects students to take on the roles of management professionals from a local recreation, parks or tourism organization for the duration of the term. In this model, student 'executives' participate in the RPTA 221 course in order to improve customer service in their organization. Over the term, student 'executives' work within their organization groups to investigate various aspects of customer service in local organizations through a range of 'learn by doing' assignments. These smaller assignments are the basis upon which each organizational group creates the following culminating customer service improvement deliverables: (1) an employee training infographic highlighting the organizational mission and values, the guest journey, and expected employee service standards; (2) an employee training video; and (3) a customer service assessment tool

used to evaluate customer experiences in their organization. This assignment requires students to analyze customer service and the guest journey from customer, employee, and management perspectives in order to create these deliverables.

To create the final organizational products, students are asked to do three preparatory assignments (two written, one presentation): mystery shopping, guest journey mapping, and a professional in class presentation on a specific customer service management issue (students select these the first week of term). Based on their findings in these assignments, they then develop the infographic that informs employees of organizational values and the key service behaviors expected of employees. 'Executives' (students) also produce a training video for new employees that highlights links between organizational values and key service behaviors. The final product that students deliver is an assessment tool designed to gather feedback on their organizations' operations. These three final products are delivered at the end of term in a professional presentation in which representatives from the local organizations selected by students are invited to give feedback on students' products and recommendations. Thus far, visiting professionals have given positive feedback on students' thoughtful management recommendations and some have even requested copies of these deliverables.

RPTA 370 Opportunity

RPTA 370 Course description: Core principles of experiential marketing within the realm of destination management, recreation programming, environmental interpretation, and special events. Emphasis on strategies to actively engage consumers in recreation, parks, and tourism settings.

The RPTA 370 syllabus, quarter schedule, and assignments were provided to students at the beginning and throughout the quarter.

7.03.02 Measures

RPTA 221 (Direct measure)

Qualitative measures of student achievement on this project are provided in attached digital files (*RPTA 221 Digital Feedback files Company Projects W16*). These digital files are video commentaries in which I provide each group with qualitative feedback on each of their three major deliverables based on the rubric criteria. This digital feedback file allows them to simultaneously hear my voice (the audio) and see their paper alongside the grading rubric (in the video screencast) while I review their assignments. An instructor in the Cal Poly Communications department, Martin Mehl, conducted a focus group with RPTA 221 students regarding this form of feedback and received positive feedback on its effectiveness in helping students improve their products (his report is also available upon request). There is also sample feedback compiled in an attached word document (*221 Sample feedback on company project drafts*).

RPTA 370 (Indirect measure)

A student evaluation of learning in the key areas from COPART 7.03 was developed to measure this outcome. The instrument was a self-assessment on the final course examination, consisting of two survey questions based on the COPART criteria. Students

were asked to rate their perceived competence on a particular dimension on a 1-4 Likert-type scale ranging from 'not competent' to 'very competent'. In order to provide a fuller picture regarding students' personal opinions of their learning, students were asked to explain the reason for the rating they provided, if possible. This measure was developed solely for the purpose of indirectly measuring student evaluations of learning with regard to the 7.03 outcome.

The measure was administered to all RPTA 370 students during the final course examination. In order to ensure that students were not provided any grade-related incentives for their participation, it was explicitly stated before taking the exam that the answers to the self-evaluation survey questions would have no bearing on their final exam grade.

7.03.03 Results

RPTA 221 (Direct Measure)

Qualitative measures of student achievement on this project are as follows:

- Customer Assessment Tool: Mean score = 83.2% with a range of 50-97%
- Employee Training Infographic: Mean score = 90.02% with a range of 83-94%
- Employee Training Video: Mean score = 88.5% with a range of 84-98%

Based on the qualitative and quantitative assessments of this project, it appears that most of the 7.03 COPART outcomes are being met fairly well for the majority of students in this course. These data also suggest areas for improvement that include improving student competence *in the ability to demonstrate entry-level knowledge about strategic management/administration* in relation to *effectively assessing customer service*.

RPTA 370 (Indirect measure)

Forty-two students were enrolled in RPTA 370 in Spring Quarter 2016. The results of the assessment indicated that:

- 100% of students felt '*competent*' or '*very competent*' applying the concepts learned in class to an entry-level job in experiential marketing.
- 85.7% (36 out of 42) felt '*competent*' or '*very competent*' strategically managing an experiential marketing activation from start to finish.
- 14.3% (6 out of 42) felt '*somewhat competent*' strategically managing an experiential marketing activation from start to finish.

In analyzing the qualitative data for both questions, five out of 42 students (all of whom indicated that they felt '*competent*' strategically managing an experiential marketing activation from start to finish) stated that they would '*need some guidance from someone with more experience*' in order strategically manage an experiential marketing activation to the best of their ability.

Based on the qualitative and quantitative self-evaluation survey results, it appears that most of the 7.03 COPART outcomes are being met fairly well for the majority of students in this course. They also suggest areas for improvement that include improving student

competence in strategic management/administration of experiential marketing activations.

7.03.04 Decision-Making

RPTA 221 (Direct Measure)

Based on the qualitative and quantitative data presented, future RPTA 221 classes should devote more time and attention to discussing the importance of assessing customer service as a key part of strategic management, and reinforcing the connection between strategic management and customer service for both external customers and internal customers (employees). This will be achieved by devoting more class time to discussing this topic in depth and through critical analysis of a range of customer assessment tools and case studies.

RPTA 370 (Indirect Measure)

Based on the qualitative and quantitative self-evaluation survey results, it appears that most of the 7.03 COPART outcomes are being met fairly well for the majority of students in this course. They also suggest areas for improvement that include improving student competence in strategic management/administration of experiential marketing activations.

Assessment Area 4: Internship

COAPRT Standard 7.04. Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.

7.04.01 Opportunity

7.04 Learning Outcome Course Matrix

Courses with learning objectives associated with 7.04

Table 3 Standard 7.04 Learning Outcome Matrix

| Course Number | Course Name |
|---------------|----------------|
| RPTA 463 | Pre-Internship |
| RPTA 465 | Internship |

In RPTA 463, Students are provided with an orientation to the comprehensive internship experience (RPTA 465). Students are required to purchase the RPTA 463/RPTA 465 Handbook. A copy is available upon request.

7.04.02 Measures

Indirect Measures – Student self-assessment of professional skills and abilities.

At the end of the 10-week, 400-hour internship experience, RPTA students are required to evaluate their professional skills as a component of their final biweekly internship reflection. Twenty-eight students were enrolled in RPTA 465 in spring 2016. Students rated themselves on 11 (1=poor, 4=excellent), and were given the option of “NA.” Mean scores for each of the 11 items were calculated, and frequencies for calculated for instances when students indicated “NA.”

7.04.03 Results

Overall, students feel very confident about their ability to work in groups (M=3.89), their understanding of basic management functions (M=3.82), and their ability to think critically and creatively (3.75). Alternately, they are not as confident about their ability to interpret data to evaluate programs and services (M=3.38), supervise program staff (M=3.54) or interpret basic financial documents (M=3.44). It is worth noting, however, that while they still ranked themselves highly on these items, students also indicated “NA” on them as well.

| | N | Frequency % | | Mean | NA % |
|--|----|-------------|----------------|------|------|
| | | Agree | Strongly Agree | | |
| Verbally communicate & explain ideas | 28 | 25.0 | 71.4 | 3.68 | 0.00 |
| Write effectively & explain ideas | 28 | 35.7 | 64.3 | 3.64 | 0.00 |
| Think critically & creatively | 28 | 25.0 | 75.0 | 3.75 | 0.00 |
| Make decisions based on accepted professional practices | 28 | 32.1 | 67.9 | 3.68 | 0.00 |
| Design & implement programs/services | 27 | 37.0 | 63.0 | 3.63 | 0.00 |
| Interpret data to evaluate programs and services | 24 | 54.2 | 41.7 | 3.38 | 14.3 |
| Effectively supervise program staff | 26 | 38.5 | 57.7 | 3.54 | 7.14 |
| Understand basic management functions: planning, organizing, staffing, leading, motivating, directing, controlling | 28 | 82.1 | 17.9 | 3.82 | 0.00 |
| Work in groups effectively | 28 | 10.7 | 89.3 | 3.89 | 0.00 |
| Apply marketing concepts and processes | 25 | 40.0 | 60.0 | 3.60 | 0.00 |

| | | | | | |
|-------------------------------------|----|------|------|------|-------|
| Interpret basic financial documents | 25 | 48.0 | 48.0 | 3.44 | 10.71 |
|-------------------------------------|----|------|------|------|-------|

7.04.04 Decision-Making

When considered in conjunction with the data from standard 7.01, it appears RPTA students require a more specific focus on the subject of finance. Students do not feel confident in their abilities (as evidence in the 7.01 assessment), and some don't believe the skill applies to their professional life.

The RPTA faculty have already taken steps to incorporate more finance into the RPTA curriculum (for the 2017-2019 curriculum), but more action is required to address this deficiency for students who will graduate before that curriculum is required.

Assessment Plan 2016-2017

7.01

Direct Measurements

RPTA 257

Indirect Measurements

RPTA 110

RPTA 405

RPTA 463

7.02

Direct Measurements

RPTA 360

Indirect Measurements

RPTA 257

7.03

Direct Measurements

RPTA 405

Indirect Measurements

RPTA 313

7.04

Direct and Indirect Measurements

RPTA 465